DOCUMENT RESUME

ED 290 525 JC 880 075

AUTHOR Williamson, Mary Lynn
TITLE Student Services in the Community College.
PUB DATE 87
NOTE 16p.; Graduate seminar paper, University of Florida.
PUB TYPE Information Analyses (070) -- Historical Materials (060)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Ancillary School Services; Community Colleges; Educational History; Personnel Needs; Program Administration; *Student Development; *Student Personnel Services; Student Personnel Workers; Two Year Colleges

ABSTRACT

In order to more fully understand the student services function in the community college, this paper presents a historical overview of the community college movement and the emergence of the student services profession in the United States. A parallel is drawn between the community college mission and the student services profession. The paper examines several major community college documents, illustrating past problems and future challenges. Moving from a theoretical perspective to a practical one, the paper then discusses student personnel staffing needs and two possible organizational patterns for the fulfillment of the 11 major student affairs functions (i.e., articulation with secondary schools, orientation of new and prospective students, selection and admissions, registration and records, advisement and educational guidance, vocational advisement and information services, counseling, financial aid, work programs, student activities, and placement). (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290525

STUDENT SERVICES

in the

Community College

Mary Lynn Williamson

EDH 6053
Fall, 1987
James L. Wattenbarger
University of Florida

JC 880 075

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.L. WATTENBARGER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Student Services in the Community College

Student services in the community college is a unique function. Student services in the community college differs from its college/university counterpart in clientele served and problems to be faced. In order to more fully understand the student services function in the community college, this paper will present a brief historical background for both the community college movement and the emergence of the student services profession in this country. A parallel will be drawn between the community college mission and the student services philosophy.

With a historical review in place, this paper will examine several major community college student services documents illustrating past problems and future challenges. Moving from a theoretical perspective to a practical one, the paper will then discuss student personnel staffing needs and organizational patterns.

Historical Background

In order for social change to occur, both new values and economic necessity are required (Naisbitt and Aburdene, 1985). Regarding American higher education, it seems as if both these elements were in place by the late 1940's. The explosive community college movement was one of the resulting social changes (Dassance, 1986). With a humble beginning in 1902, the burgeoning community college movement has expanded so that in 1982, 55% of all first time freshmen were enrolled in these institutions (Staff, 1984).

The mission of the two-year college has evolved from serving as a place for university transfer students to receive their first two years of general education to include occupational education. In the late 1940's, the functions of adult education and community service were added and led to the use of the term "comprehensive community college". The term "community college" was first used formally in the 1948 Report of the President's Commission on Higher Education, Higher Education for American Democracy (Vaughn, 1983).

The emergence of student services has seen the profession evolve through four very different models. In the beginning, the prevalent model for student services was that of an "enforcer" or "regulator". The early student personnel workers were called "monitor" or "warden" in the early 1900's (O'Banion, 1972). While this model began on four year campuses, O'Banion (1972) suggests that junior colleges have been much too eager to adopt this model.

As the repetoire of student services grew, the profession moved from a "regulator model" to a maintenance or "service model". During the mid 1930's and extending into the 1940's this service model evolved as a series of services for students scattered across campus: financial aid; registration; admissions; student activities, etc. At this time the student personnel worker provided basic services for students who sought them out (O'Banion, 1972).

It was during this period that the American Council on Education (ACE) issued a report entitled, The Student Personnel Point of View (1937). This report, chaired by E. G. Williamson, became the landmark document for the emerging profession. This document listed 23 services that should be part of a student services program. Representative services included admissions, orientation, occupational advising, job placement, and housing. Beyond a listing of job functions, however, the Student Personnel Point of View defined the philosophy of the new profession. Tenets such as: Each individual is unique; Each individual has dignity and worth; and student services is concerned with the "whole" person were explicitly stated for the first time. This philosophy places its emphasis on "the development of the student as a person rather than upon his intellectual training alone" (The Student Personnel Point of View, cited in Saddlemire and Rentz, 1983).

The third step in the evolution of the student services profession was the "counseling or therapist model". Many student personnel practioners trained in the 1960's still use this outdated counseling mode. Here, student services professionals sit and wait until students come to them with problems, at which point they used the rapidly expanding theories and techniques of counseling theorists to help students resolve their conflicts.

By the mid 1970's a "human development model" was emerging for the profession. Miller and Prince (1976) in The Future of Student Affairs put forth a rationale for the practice of student affairs and a conceptual model for treating each student as a developing hman being. O'Banion, Thurston, and Gulden (1972) stated that practioners must now "place the focus on helping students move toward self-fulfillment and responsible development and on the importance of the learning climate".

"Unlike the American four-year college, which existed for over 150 years without a seperate division of student services, the two-year college demonstrated an interest in student services nearly from the beginning of its existence" (Dassance, 1986). One of the earliest published works on the two-year college, (Koos, 1925) stressed the importance of providing students with the individual attention they needed. Two early California journal articles (Kemp, 1930; Wiersing and Koos, 1929 - 1930 both cited in Palinchak, 1973) indicated a need for counseling in two-year colleges beyond that thought necessary in four year colleges. Clearly, counseling was identified early in the literature as one student service that was important in realizing the potential of the

community college.

"The basic rationale that supports the importance of student personnel work in the junior college is that the 'student personnel point of view' and the 'junior college point of view' are one and the same (O'Banion, Thurston, 1979). The following statements, taken from the 1937 Student Personnel Point of View, the landmark document of the profession, explicitly define the philosophy of the profession: "students as individuals"; "optimum development of the individual"; "preservation of basic freedoms"; Renewed faith in an extensive use of democratic methods"; "development of mature citizens". The individual's full and balanced development involves the acquisition of a pattern of knowledge, skills, and attitudes consistent with his abilities, aptitudes, and interst (Saddlemire and Rentz, 1983). O'Banion makes the point that any or all of these statements could be taken directly from the purposes and objectives of almost any community college.

"The educational offerings of Santa Fe Community Colege are based upon the belief that development of the individual for a useful and productive life in a democratic society is the chief obligation of the public educational system. This philosophy implies a deep and abiding faith in the worth and dignity of the individual as the most important component of democracy. This faith and this recognition of need for responsibliity suggest that the college must find appropriate programs and effective educational techniques to help each student discover his own abilities and develop them to the fullest extent, consistent with his own goals and capabilities and the needs of society."

Clearly, the foundation of democratic - humanitarian principles are common to both the community college and to student personnel work. Further, the concept of "opportunity" - the opportunity for each individual to be what he or she can be is a unifying goal which inextricably binds the community college and student personnel work together. Dassance (1986) summarizes in this way, "the underlying philosophy of the student affairs profession is consistent with the philosophy and traditions of the comprehensive community college".

Given that community colleges and student personnel work share a common philosophy and purpose, and with the need for effective student services identied early in the community college literature, it might be expected that effective and efficient student services would be found in these institutions. While that is certainly true in many cases, there are problems with student services in the community colleges. In a 1965 report to the Carnegie Commission from the committee of Appraisal and Development of Junior College Student Personnel Programs, McConnel states, "the conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate" (McConnel, 1965).

Several conclusions from that study deserve individual acknowledgement:

1) Basic student personnel functions are not being performed in the majority of junior colleges studied.

2) Student evaluations do not glow with enthusiasm for junior college student personnel programs. While some programs are praised, the overall assessment makes some widely touted views of the junior college personnel program sound like myths.

3) Junior college personnel workers are grossly inadequate in terms of professional preparation.

Specific recommendations were made in staffing standards, program interpretations, leadership development, counselor preparation, use of field consultants, establishment of demonstration centers, extension of community services, and development of evaluative criteria.

Matson (1972) in writing about the Impact of the Carnegie Study and trends in student personnel work some seven years later, writes first about staffing patterns in this way. "It is common in larger colleges to find at least two levels of supervisory positions within the student personnel area with counseling usually the first function in which a separate supervisory position is created". In discussing trends in academic advisement, Matson reports a cyclical phenomenon. In first phase academic advisement the community college is either new or small or both. During this part of the cycle, faculty are usually asked to assume academic advisement duties, a counseling-related function. The premise is that there is insignificant money or staff to do otherwise. As the college grows in size and budget (second phase), Matson reports that it is not uncommon for the advisement function to be shifted entirely to the counseling staff. Third phase development occurs when the faculty are again given responsibility for academic advisement with the rationale that this arrangement facilitates good faculty-counselor relationships.

Unfortunately almost no evaluative study has been made on the effectiveness of either approach. This example illustrates what appears to be one of the most common problems in the student services area in community colleges. In Matson's words, "practice will continue to swing on a pendulum and will be justified on opinions, frequently more emotional than rational". This intuitive approach to community college student services is widely applied throughout the student affairs functions.

Community college student activities have followed the traditional patterns of activities programs found in the four year college. As Matson (1972) states, "In too many instances, these programs have represented largely 'fun and games' accompanied by a student government of questionable representativeness and

severely limited autonomy". Matson's review underscores the reality that in most community colleges only a very small proportion of students are active participants in student government, various clubs, and interest groups.

One area of the profession which Matson found to have improved significantly from the 1965 Carnegie Report was the sense of professionalism among student personnel specialists in community colleges. The American Association of Community and Junior Colleges, as well as the American College Personnel Association have established Commissions for this specialized group. In 1967 the National Association of Student Personnel Administrators modified its constitution to accept two-year colleges as voting members. Matson concludes by offering three key areas which he feels must continue to be addresed if student personnel work is to make its maximum contribution to achieving institutional goals and objectives. The three key areas are:

1) The role of the student personnel professional needs to be identified in terms of clearly stated objectives related to the purposes of the two-year college.

2) Experience and training of professionals specifically geared to the community college must be identified and provided.

3) Research and evaluation relating to the effective implementation of student personnel work in the community college must continue.

The most recent document regarding the student services area in community colleges is the 1984 Traverse City Statement on Student Development Services in the Two-Year College. This document arose from a national colloquim on "The Future Vitality of Student Development Services". Representatives from community colleges in the United States and Canada identified contemporary issues and challenges facing the profession. Further, they developed an agenda for action at the local and national level.

Dramatic changes have taken place in the community college since the 1965 Carnegie Report. Two-year college populations differ markedly since that report. They are older, more female, more part-time, more minority, and more educationally disadvantaged. The 1984 Traverse City document, in recognition of the changing environment for today's community college, identified 6 major issues and challenges. Beyond identification, however, the document suggests ways to meet those challenges at the local and national level. Space will not permit a complete review of those items in this paper. However, the six major issues identified are as follows:

1) Contributing to quality reaffirmation and program accountability

2) Strengthening partnerships with community constituents

3) Strengthening partnerships with internal (campus) constituents

4) Creatively managing resources

5) Creatively managing enrollments and contributing to student persistence

6) Using educational technology

Helfgot (1986) identifies four practical ideas regarding the organizational structure of a student services staff attuned to the diverse needs of today's diverse community college population.

1) The professional staff should be composed of more generalists than specialists.

2) The organization should encourage regular, frequent, and significant interaction among its departments as a way to share information about students.

3) The student services organization must be outreach oriented. They should provide services where the students are.

4) The organization should employ students representative of the campus's divergent groups.

While other material is available, this quick review of relevant documents and trends from 1965 - 1986 conveys a sense of problems as they were first identified in 1965 and how those problems were being addressed in 1972. The 1984 Traverse City Statement clearly identifies future challenges for the profession. Finally, in 1986, Helfgot's recommendatoins for meeting the increasing challenge of diversity serve the profession well as it moves into the 1990's.

Staffing Needs and Organizational Patterns

Before discussing specific student affairs organizational structures, which vary considerably from one community college to another, attention must be given to the administrative principles which underlie good organization everywhere. McDaniel and Lombardi (1972) include seven basic administrative principles which should be used when designing effective student affairs organizations. Those seven principles are:

1) Good student personnel work takes time and costs money.

2) Active involvement in an activity is the most effective motivator.

3) Some student personnel services are of a routine clerical nature. Make them as efficient as good planning and modern technology can effect.

4) Some student personnel services necessitate a human-to-human touch.

5) Effective student personnel services require clear communication through both formal and informal channels.

6) Student personnel programs which aim at helping students develop must steer between too much regulation and too much compromise.

7) Findings from the behavioral sciences provide guidance for the administration of student personnel work.

With these principles in mind, the next task in designing a student affairs program is to identify the critical services and activities. In Essential Student Personnel Practices for Junior Colleges, McDaniel (1962) lists eleven such critical functions. They are:

1) Articulation with secondary schools.

2) Orientation of prospective and new students.

3) Selection and admissions.

4) Registration and records.

5) Advisement and educational guidance.

6) Vocational advisement and information services.

7) Counseling

8) Financial aid

9) Work programs

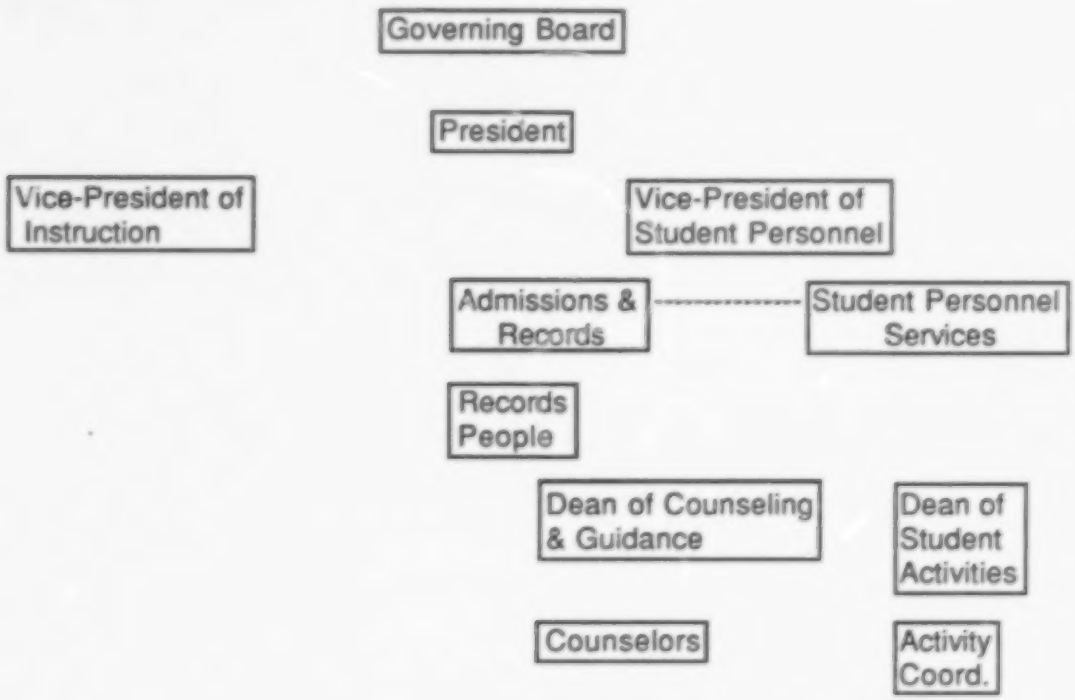
10) Student Activities

11) Placement

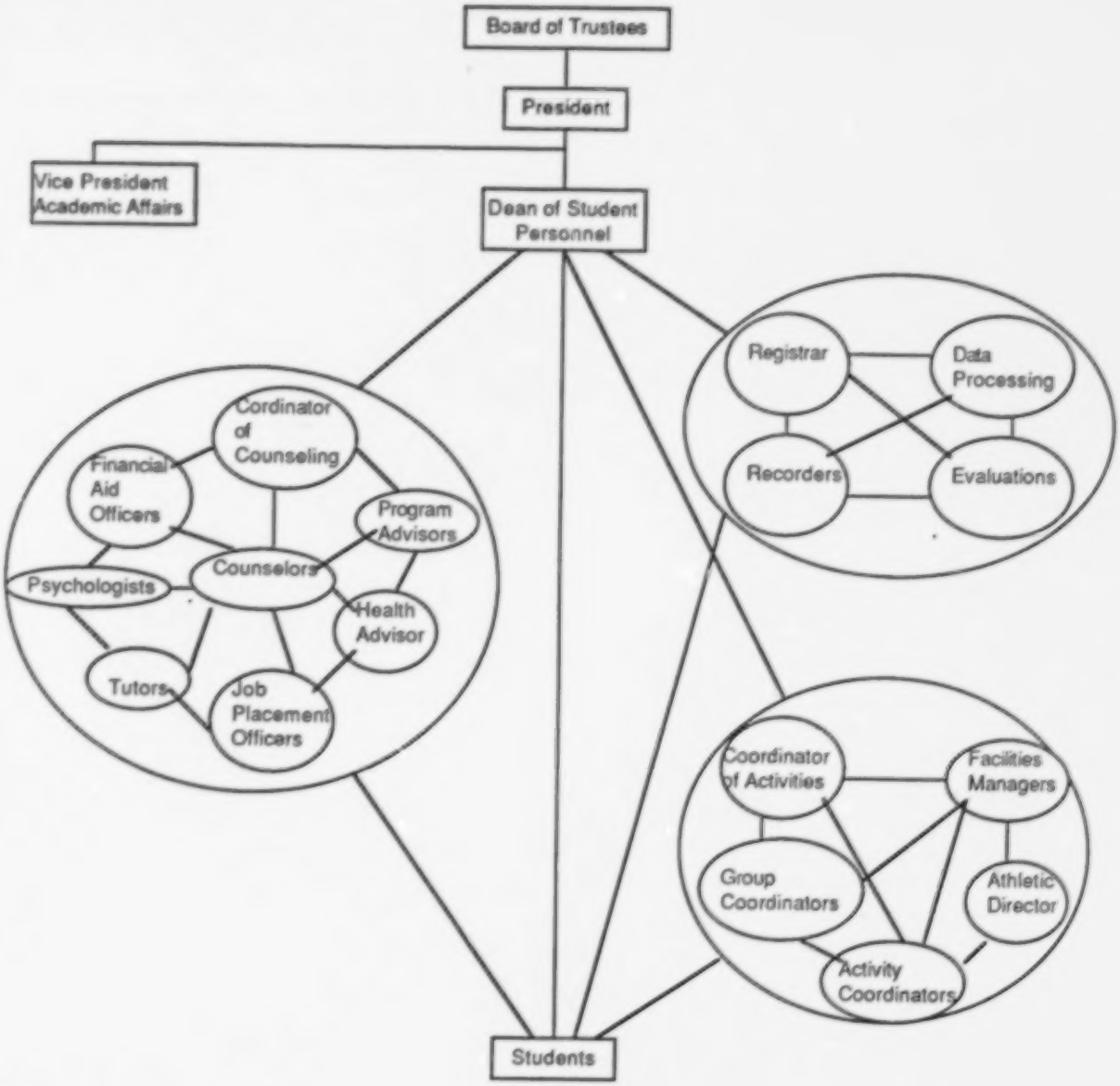
In order to adequately perform the functions discussed by McDaniel and others, obviously student services staff have to be in place. In the 1965 AAJC-Carnegie Corporation Study of student services staff needed in colleges of varying size, Raines recommended the following positions:

Administrative Unit	Staff Levels	Enrollments 500	1000	2500	5000
Admissions, Registration & Records	-Registrar or Admissions Director	1	1	1	1
	-Professional	0	1/2	1	2
	-Clerical	2	1	6	8
Guidance & Counseling	-Dean of Guidance	1	1	1	1
	-Head Counselor	0	0	1	2
	-Professional Counselors	1	2	8	16
	-Clerical	1	11/2	21/2	5
Placement & Financial Aid	-Director (comb.)	1/2	1/2	1	1
	-Professional	0	0	1/2	1
	-Clerical	1	1	11/2	2
Student Activities	-Dean of Student Activities	1	1	1	1
	-Professional	0	0	1/2	1
	-Clerical	1/2	1	2	3
Administration	-Vice President Student Affairs	1	1	1	1
	-Administrative Assistant	0	0	0	1
	-Clerical	1	1	1	1

That same Carnegie Report on Junior College Student Personel Progams recommended the following organizational chart.



McDaniel and Lombardi (1972) agree that this type of organization is the most frequent, but reccommend an organizational structure which is more reflective of high trust organizations. Their recommended student affairs structure is shown on the following page.


Board of Trustees
President
Vice President Academic Affairs
Dean of Student Personnel
Registrar
Data Processing
Recorders
Evaluations
Cordinator of Counseling
Financial Aid Officers
Program Advisors
Psychologists
Counselors
Health Advisor
Tutors
Job Placement Officers
Coordinator of Activities
Facilities Managers
Group Coordinators
Athletic Director
Activity Coordinators
Students

Summary

This paper has briefly touched on the development of the community college and the student affaris profession. In so doing it becomes evident that the community college point of view and the student personnel point of view are one and the same. Past problems with the practice of student affairs in community colleges have been explored as have been future challenges for the profession. Administrative principles which must underlie any sound organizational format have been presented. Various staffing patterns and organizational structures have been examined. McDaniel (1972) summarizes the unique relationship between student services and the community college in this way, "Student personnel services represent a special effort of colleges to bring the findings of behavioral sciences and the artistry of professional personnel workers to the service of students and all other segments of the college community. The compelling purpose of student personnel services is the individualizing of the total impact of the college community upon each student."

Bibliography

Cordova, J. and K. Martens (1986). "Opportunities in Challenge". In Creamer and Dassance (eds.) Opportunities For Student Development in Two-Year Colleges. NASPA Monograph Series; V. 6. (pp. 55 - 72).

Creamer, D. G. (1986). "Opportunities In The Future". In Creamer and Dassance (eds.) Opportunities For Student Development in Two-Year Colleges. NASPA Monograph Series; V. 6. (pp. 73 - 87).

Dassance, C. R. (1986). "Opportunities in Legacy". In Creamer and Dassance (eds.) Opportunities for Student Development in Two-Year Colleges. NASPA Monograph Series; V. 6. (pp. 1 - 20).

Helfgot, S. R. (1986). "Opportunities in Diversity". In Creamer and Dassance (eds.) Opportunities For Student Development in Two-Year Colleges. NASPA Monograph Series; V. 6. (pp. 21 - 36).

Improving Financial Aid Services For Adults: A Program Guide (1983). New York: College Entrance Examination Board.

Koos, L. V. (1970). The Junior College Movement. New York: AMS Press (original work published in 1925).

Matson, J. E. (1972). "Student Personnel Work Four Years Later: The Carnegie Study and Its Impact". In O'Banion and Thurston (eds.) Student Development Programs in the Community Junior College. Englewood Cliffs, New Jersey: Prentice-Hall (pp. 170 - 179).

McConnell, T. R. (1965). "Junior College Student Personnel Programs: What They Are and What They Could Be". A Report to the Carnegie Corporation. Washington, D. C.: American Association of Junior Colleges.

McDaniel, J. W. (1962). Essential Student Personnel Practices for Junior Colleges. Washington, D. C.: American Association of Junior Colleges.

McDaniel, J. W. and R. A. Lombardi (1972). "Organization and Administration of Student Personnel Work in the Community College". In O'Banion and Thurston (eds.) Student Development Programs in the Community Junior College. Englewood Cliffs, New Jersey: Prentice-Hall (pp. 78 - 91).

Miller, T. K. and Prince, J. S. (1976). The Future of Student Affairs. San Francisco: Jossey-Bass.

Naisbitt, J. and Aburdene, P. (1985). Re-inventing the Corporation. New York: Warner Books.

O'Banion, T. (1972). "Exceptional Practices in Community Junior College Student Personnel Programs". In O'Banion and Thurston (eds.) Student Development Programs in the Community Junior College. Englewood Cliffs, New Jersey: Prentice-Hall (p. 180 - 193).

O'Banion, T., Thurston, A. and J. Gulden (1972). "Junior College Student Personnel Work: An Emerging Model". In O'Banion and Thurston (eds.) Student Development Programs in the Community Junior College. Englewood Cliffs, New Jersey: Prentice-Hall (pp. 199 - 213).

Palinchak, R. (1973). The Evolution of the Community College. Metuchen, New Jersey: The Scarecrow Press.

Paradise, L. V. and T. J. Long (1981). Counseling in the Community College. New York: Praeger Publishers.

Raines, M. R. (1965). "Junior College Student Personnel Programs: What They Are and What They Could Be". A Report to the Carnegie Corporation. Washington, D. C.: American Association of Junior Colleges.

Saddlemire, G. L. and Rentz, A. L. (Eds.) (1983). Student Affairs - A Profession's Heritage: Significant Articles, Authors, Issues, and Documents. Alexandria, VA: American College Resource Association Media.

Staff. (1984, March 6). Indicators brief. Supplement to the AACJC Letter, 82. Washington, D. C.: American Association of Community and Junior Colleges.

Thurston, A. (1972). "The Decade Ahead". In O'Banion and Thurston (eds.) Student Development Programs in the Community Junior College. Englewood Cliffs, New Jersey: Prentice-Hall (pp. 214 - 223).

Traverse City Statement on Student Development Services in the Two-Year College (1984). Paper summarizing the results of the American College Testing Programs and the National Council on Student Development (AAJCJ) colloquim on "The Future Vitality of Student Development Services in the Two -Year College."

Vaughn, G. B. (1983). President Truman endorsed community college manifesto. Community and Junior College Journal 53(7), 21 - 24.

Walsh, P. A. (1979). "Directions For The Future". In New Directions For Community Colleges: Serving New Populations. San Francisco: Jossey-Bass (pp. 87 - 89).

Williamson, E. G. (1972). "An Outisder's Viewpoint: Friendly But Critical". In O'Banion and Thurston (eds.) Student Development Programs in the Community Junior College. Englewood Cliffs, New Jersey: Prentice-Hall (pp. 102 - 106).

ERIC Clearinghouse for Junior Colleges MAR 18 1988